



Public Schools of North Carolina

# **Read to Achieve Update for the Superintendents' Quarterly Meeting**

June 24, 2019

NC Superintendent Mark Johnson

&

Dr. Tara Galloway

Director, K-3 Literacy

# Requirements in Law

- Kindergarten, first, second, and third grade students shall be assessed with valid, reliable, formative, and diagnostic reading assessments (G.S. 115C-83.6)
  - Assessments shall yield data that can be used with EVAAS to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them
  - Formative and diagnostic assessments and resultant instructional supports and services shall address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices.
  - Assessments may be administered by computer or other electronic device.
- Evaluation Panel shall consider (S.L. 2017-257):
  - The time required to conduct formative and diagnostic assessments with the intention of minimizing the impact on instructional time.
  - Level of integration of assessment results with instructional support for teachers and students.
  - Timeliness of reporting results to teachers, administrators, parents/guardians.
  - Assessments shall demonstrate close alignment and predictability re: State assessments.
- One vendor shall be selected for implementation in 2019-20 by an internal DPI evaluation panel and approved by the State Superintendent (S.L. 2017-257, as amended by S.L. 2018-5)



# Procurement Process

- RFP #1 was issued on December 6, 2017. Two vendors responded. The RFP was cancelled due to issues that jeopardized the legality of the procurement.
  - Legislation was amended to extend the deadline for implementation from 2018-19 to 2019-20
- RFP #2 was issued on September 6, 2018. Four vendors responded. The RFP was cancelled due lack of consensus by the panel and issues that jeopardized the legality of the procurement.
- With approval from the NC Department of Information Technology, per 09 NCAC 06B.0316, a negotiation process was conducted with the sources of supply in order to have a solution in place as required by law for 2019-20.
  - Request for Negotiations were sent to the top two ranked vendors (ranked by the RFP #2 evaluation committee) in March 2019.
  - Negotiation meetings were conducted in April 2019.



# Cost Comparison

	Selected for 2019-20	2018-19
Recurring Cost/Student	\$5.70 per student	\$13 per student
Annual Recurring Cost	\$2.8 M	\$6.3 M
Initial Training Cost	\$76,103	n/a
Total (3-year) Contract Cost	\$8.5 M	\$18 M
Startup Expenses		
Headsets	\$1 M (4/class)	n/a
High Contrast Reports	\$100,000 (one time setup)	
Devices	Goal is to have 4 devices (less than 4 years old) in each classroom.	

# Comparison to Current Assessment

	Selected for 2019-20	2018-19
Time to administer a benchmark assessment	20-40 mins/student; multiple students may be assessed at once	45 mins/student(low end); students assessed one at a time
Teacher Class Time	Initial set-up time, Optional - listen to recording or sit with student during read-aloud portion	Teacher sits with each student individually for each assessment. Additional class time is needed for students who need to be reassessed. Example: 1 struggling student can require 30-60 min. of progress monitoring every 10 days.
Training Model	Vendor trains everyone: Face-to-face (district/school leads) and online training in multiple formats (all personnel)	Vendor trains DPI K-3 Literacy Team; K-3 Literacy Team trains the Districts, Schools, and Master Literacy Teachers
Adaptive Content	Yes	No
Curriculum/Lessons Available	Yes – teacher-directed lessons (option to purchase a full curricular package)	Yes – teacher-directed lessons
Other Considerations	Home and after school access/ use available	

# Implementation Update *(as of June 24)*

## Training Schedule

- Two parallel training schedules for: (1) educators and (2) technical support
- Webinars begin **today**, June 24 -> 10 already scheduled
- Regional face-to-face trainings -> 13 already scheduled
  - Begin July 2; earliest priority for year-round and early-start schools
  - For district/school leads (train the teacher approach); stipends provided. Virtual option offered for additional team members.
  - Participants may cross regions to suit their schedules.
- Podcast modules begin July 15 (self-paced learning); additional modules will be released through April.



# Read to Achieve Funding

DPI is purchasing the diagnostic assessment directly, as before.

DPI has Read to Achieve funding available for implementation of the new diagnostic assessment:

- Devices – each classroom should have sufficient devices to implement a work station approach (4 is a recommended guideline)
  - In addition to this funding, DPI has iPads available to distribute
- Accessories – for example, each device should be equipped with a headset with microphone
- Training expenses such as summer stipends



# Policy Options - Funding

With changes to State Board allotment policy, DPI could make available implementation funds and future Read to Achieve funds for the following purposes:

- Devices (included in current policy) and accessories as needed for refresh, etc.
  - Instructional supports aligned with K-3 literacy
  - Literacy training and personnel
  - Funding would be allotted based on ADM
- ***Would local superintendents like for us to pursue this policy change?***





# Policy Options - Other

- Schools may keep all Atlas books for teachers to use in their classrooms
  - These leveled readers may be used in conjunction with any diagnostic assessment that provides Lexile levels, including Istation
  - ***Local superintendents' choice whether to continue to use the Atlas books***
- EVAAS growth could be determined using MOY rather than BOY for 2019-20
  - ***Would local superintendents like for growth to be determined using MOY to EOY data this coming year to allow time for teachers to become familiar with Istation during BOY?***

